The Relationship Between School Administrators' Paternalistic Leadership Behaviours and Teachers' Work Alienation Levels

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Abstract: The study aims to determine the relationship between school administrators' paternalistic leadership behaviours and teachers' work alienation levels. The research sample group involves 205 teachers working in the Anatolian high schools in the central district of Siirt. Research data was collected through the "Paternalistic Leadership Behaviours Scale of School Principals" and the "Work Alienation Scale". According to the descriptive and Pearson correlation analysis results of the research, it was determined that the paternalistic leadership behaviours of the school administrators are at a "strongly agree" level while the work alienation of the teachers is at a "somewhat agree" level, and a negative moderate significant relationship was found between the paternalistic leadership behaviours and the teachers' work alienation levels. The path analysis revealed that benevolent leadership predicts the powerlessness and meaninglessness dimension negatively significantly; authoritarian leadership predicts the powerlessness dimension positively significantly, and moral leadership predicts meaninglessness and self-estrangement negatively significantly. Moreover, it was also established that, in general, paternalistic leadership behaviours predict the teachers' work alienation negatively significantly as a whole. As a result of the research, school administrators were suggested to display helpful and ethical behaviours by watching over the teachers in various matters.

Keywords: *Alienation, leadership, paternalistic leadership, school administrators, work alienation.*

Introduction

The requirement to come together around common goals in social and organisational life has gained the topics of leader and leadership a universal feature (Farh & Cheng, 2000). However, with the winds of globalisation and change, the meaning attributed to leaders and leadership has constantly changed; and social, cultural and organisational requirements have been determinative of the leadership phenomenon (Korkmaz et al., 2018). In other words, leadership styles emerging in social and organisational life have been shaped according to cultural values and norms (Mansur et al., 2017). As an outgrowth of these changes, leadership styles have evolved within the framework of cultural norms and in line with the understanding of situational leadership; and various post-modern and contemporary leadership approaches have begun to gain importance (Hofstede, 1993). In this context, unlike the dominant leadership styles in western countries, paternalistic (fatherly) leadership is asserted to be one of the leadership styles due to the cultural and social characteristics of the eastern countries (Jackson, 2016).

Paternalistic leadership, addressed as a contemporary, new leadership style in the literature, is quite common in regions such as Turkey, China, the Middle East, Latin America and Pacific Asia (Pellegrini & Scandura, 2006). Because the paternalistic leadership style is based on Confucian philosophy and includes the concepts of morality, authority and obedience (Cheng et al., 2004; Niu et al., 2009). Namely, unlike its meaning in western cultures, the paternalistic leadership style in eastern culture corresponds to a leadership understanding that meets the needs of employees in organisations and emphasises leaders' taking the best decision for them (Salminen-Karlsson, 2015). Therefore, in its prevailing countries and/or cultures, the paternalistic leadership style can be effective in the attitudes and behaviours of the employees in the organisation (Anwar, 2013; Cerit, 2012; Pellegrini & Scandura, 2006; Soylu, 2011; Yeh et al., 2008). In other words, paternalistic leadership affects a large number of organisational variables and behaviours (Cheng & Wang, 2014), and it can ensure that the subordinates respect the leader and the leader backs his subordinates

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by increasing the interaction between the leader and employees (Farh & Cheng, 2000; Gelfand et al., 2007). Furthermore, there is a consensus on the fact that paternalistic leadership strengthens positive organisational behaviours such as organisational trust, job performance, job satisfaction, organisational citizenship, teamwork, organisational commitment and organisational learning while reducing negative organisational behaviours such as leave of employment, stress, mobbing and organisational cynicism (Bedi, 2019; Mussolino & Calabrò, 2014; Pellegrini & Scandura, 2008). Therefore, all these explanations support the inferences that paternalistic leadership increases positive organisational behaviours while reducing negative ones.

When the national and international literature is reviewed, it is reported that paternalistic leadership has an effect on and is related to many organisational variables such as leave of job satisfaction (Cerit, 2012), organisational citizenship (Chu & Hung, 2009), organisational commitment (Farh & Cheng, 2000), motivation (Niu et al., 2009), cultural values (Saylık, 2017), leader-member interaction (Pellegrini & Scandura, 2006), mobbing (Cerit, 2013) and participation (Kurt, 2013). These researches reveal that paternalistic leadership has the potential to determine many organisational variables. However, the lack of research in the literature addressing paternalist leadership's effect on or relationship with the work alienation levels of employees, both in educational organisations and in other organisations, can be regarded as an essential gap in the literature. Because schools are the organisations where alienation can most commonly be observed, teachers may experience alienation in various forms throughout their professional lives due to social and psychological factors (Eryılmaz & Burgaz, 2011). This might be considered a severe problem for teachers and educational organisations (Hascher & Hagenauer, 2010). Similarly, the problem of alienation in educational organisations can negatively affect teachers' interactions with others, their professional commitment, their interest in learning-teaching activities and their sense of self (Banai & Reisel, 2007; Çevik, 2016; Elma, 2003; Okçu et al., 2015; Yıldız et al., 2013). Therefore, being aware of the factors leading to alienation in schools as educational organisations and identifying the variables related to alienation are very important to eliminate alienation. Then, it can be asserted that the paternalistic leadership behaviours of the school administrators as leaders might affect the teachers' alienation levels. However, the lack of research addressing the effect of paternalistic leadership behaviours on the work alienation of employees in various organisations, especially in educational organisations, might hinder an accurate and clear understanding of the effects of leadership styles expected to be exhibited in collectivist countries with high power distances such as Turkey (Aycan et al., 2000; Salminen-Karlsson, 2015). Besides filling such a gap, this research might be considered remarkable in the literature because of addressing the effect of school administrators' paternalistic leadership styles on the alienation levels of teachers, especially in educational organisations. In this context, this research mainly aims to determine the relationship between the paternalistic leadership behaviours of the school administrators and the work alienation levels of the teachers.

Literature Review

Paternalistic Leadership

The Association of the word paternalist with leadership is relatively new, and there is still no consensus on the definition of paternalist (Pellegrini & Scandura, 2008). However, there exists also some standard definitions of paternalistic leadership. Accordingly, the paternalistic leadership style combines strong authority with benevolent and moral components (Farh & Cheng, 2000) to ensure a family environment in organisational life (Huse & Mussolino, 2008). In other words, paternalistic leadership is defined as the administrators' considering the employees of the organisation as family members and guiding them (Gelfand et al., 2007), caring for the members of the organisation in a paternalistic manner (Westwood & Chan, 1992), considering the employees as their children and acting for their welfare, expecting the members of the organisation to show commitment and loyalty and providing guidance to them in all matters (Aycan, 2001). Based on these definitions, it can be said that paternalist leadership means protecting and caring for the organisation's employees with a fatherly and authoritarian understanding, either in or outside the organisation.

In the literature, the paternalistic leadership style is generally examined under the dimensions of "authoritarian leadership, benevolent leadership, moral leadership and self-interested leadership" (Cheng et al., 2000; Dağlı & Ağalday, 2017; Farh & Cheng, 2000). Authoritarian leadership means the leader's absolute dominance over the employees and expectation of obedience from their subordinates (Cheng, 1995). Benevolent leadership means the leader deals with their employees' personal and family problems and protects and cares for them (Aycan & Fikret-Pasa, 2003). Moral leadership means the leader behaves according to social norms and values that can set an example for everyone (Westwood, 1997). In self-interested leadership, the last dimension of paternalistic leadership, the primary purpose is organisational returns. In this dimension, employees exert effort to get rewards and show loyalty (Pellegrini & Scandura, 2006). In short, it is understood that the authoritarian leadership dimension corresponds to control and obedience, the benevolent leadership dimension to all kinds of support and assistance to subordinates, the moral leadership dimension to behaviours within the framework of ethical rules in the organisation, and self-interested leadership to organisational interests.

It is asserted that paternalistic leadership enhances information sharing in organisations (Chaudhary et al., 2023), provides positive organisational outputs in parallel with innovation and development (Hou et al., 2019; Nazir et al.,

2021) and paves the way for the organisational identification of the employees (Luu & Djurkovic, 2019). In other words, the paternalistic leadership style prevents negative organisational behaviours such as leave of employment, alienation and organisational cynicism (Durmaz, 2019; Sungur et al., 2019). Therefore, paternalistic leadership style might generally shape the employees' attitudes and behaviours towards the organisation (Al-Ghazali, 2020).

Jackson (2016) and Bedi (2019) emphasised that paternalistic leadership should be addressed more in studies on educational leadership and educational organisations. Moreover, it was also stated that the paternalistic leadership style might be more commonly observed in schools and increase the development of teachers and improvement of schools (Walker & Qian, 2018). Similarly, in educational organisations, the paternalistic leadership behaviours of the school administrators might be determinative of teachers' having positive feelings towards the school and displaying positive behaviours (Shi et al., 2020). This argument is confirmed in the literature with the studies revealing that paternalistic leadership behaviours of school administrators affect the performance, commitment, and job satisfaction of the teachers (Mert & Özgenel, 2020; Niu et al., 2009; Yin & Zheng, 2018; Zhang et al., 2015; Zheng et al., 2020). Paternalistic leaders not only benefit from hierarchy and status to influence the employees but also assume the mission of protecting and caring for them. In countries such as Türkiye and collectivist societies with higher power distance, paternalistic behaviours of organisation managers are welcomed (Mansur et al., 2017).

Alienation

Alienation is also used with different meanings in fields such as philosophy, psychology, law, economy and education (Yeniçeri, 2009). Alienation is defined in philosophy as the indifference of somebody in one's own life; in psychology, as the individual considering themselves as a passive entity of life; in law, as the deviation of laws from functionality; in economy, as the depression and insolvency caused by the policies applied; in education, non-satisfaction of students and teachers of knowledge and considering learning-teaching activities as meaningless and unnecessary processes (Banai & Reisel, 2007; Hirschfeld & Feild, 2000; Suárez-Mendoza & Zoghbi-Manrique-de-Lara, 2007). Alienation is generally defined as the individual' becoming the object of life rather than being the subject, being indifferent and detached from everything, losing their interaction with the environment, not being able to connect to anything fully, decreasing adaptation to the current environment and abandoning of all wishes (Agarwal, 1993; Erjem, 2005; Eryılmaz & Burgaz, 2011; Geyer, 2001).

Melvin Seeman, one of the leading researchers on alienation, examines alienation under the dimensions of "powerlessness, meaninglessness, normlessness, isolation and self-estrangement", the most commonly recognised dimensions in the literature (Nair & Vohra, 2009). Powerlessness is the individual's lack of ownership and control over their product. People feeling powerless consider that the developments in their lives are not shaped by their own will but by the will of other people or the system (Kanungo, 1992). Meaninglessness is the individual's lack of knowledge on which truths to hold on to and to believe. People feeling meaninglessness cannot fully understand the reason for that work and their contribution to it (Korkmaz & Çevik, 2017). Normlessness is the individual's ignoring the rules and norms recognised by society and considering the social values unimportant and unnecessary. Individuals experiencing normlessness display behaviours found unfavourable and undesirable by society (Elma, 2003). Isolation means not giving importance to the beliefs valued in social life, detaching from the accepted cultural standards and staying away from the culture lived in. Isolation results in the feeling of not belonging to any group or community (Yılmaz & Sarpkaya, 2009). Self-estrangement is the individual's lack of communication with oneself and with their self because of failing to reach the aimed goals. Self-estranged people cannot contribute to themselves or society (Şimşek et al., 2012). Therefore, it can be asserted that due to their meanings and characteristics, all dimensions of alienation are related to undesirable situations in organisational and social life.

School alienation is defined as negative attitudes towards the school (Hascher & Hadjar, 2018). On the other hand it is known that newly employed teachers feel lonely in the work environment (Schlichte et al., 2005), and therefore, the employees who are left alone or feel alone in the work environment experience professional alienation (Brown & Roloff, 2011). In organisations, the most critical indicator of alienation is poor employee relations, with decreased in organisational commitment and integration (Sidorkin, 2004). In his research, Ünsal (2018) determined that the different leadership behaviours displayed by school administrators are related to the alienation of teachers. According to Dash and Vohra (2018), school alienation emerges as powerlessness, meaninglessness, normlessness, social isolation, and self-alienation, just as in other organisations. Moreover, there might be various reasons for the alienation of teachers. For example, bureaucratic school structure, intensive curricula, strict and tough management style of the school administration, and heavy workload might lead to the alienation of teachers (Hascher & Hadjar, 2018). In this regard, when school administrators share their powers with their subordinates, support pluralistic participation, and have strong interaction with the teachers, the adverse effects of alienation on teachers might weaken (Tekingunduz et al., 2016). According to Palta (2018), school administrators taking into account the interests and needs of teachers, treating everyone fairly and taking consistent decisions might help reduce the alienation of teachers.

This research mainly aims to determine the relationship between school administrators' paternalistic leadership behaviours and teachers' work alienation levels. In line with this primary objective, answers to the following questions were sought:

Q1: What are school administrators' paternalistic leadership behaviours and teachers' work alienation levels?

Q2: Is there a significant relationship between school administrators' paternalistic leadership behaviours and teachers' work alienation levels?

Q3: Is the school administrators' paternalistic leadership behaviours a significant predictor of work alienation?

Methodology

Research Design

This research, which aims to determine the relationship between school administrators' paternalistic leadership behaviours and teachers' work alienation levels, is in the relational research model. Relational research reveals a relationship between multiple variables without intervention (Cohen et al., 2000). Relational research is divided into three as simple correlation research, multiple correlation research and predictive research (McMillan & Schumacher, 2014). This research might be included in the group of predictive research of relational studies as it aims to determine whether school administrators' paternalistic leadership behaviours significantly predict teachers' work alienation levels without any intervention.

Sample and Data Collection

The research population comprises 296 teachers working in the Anatolian high schools in the central district of Siirt. As the research population is relatively small, the sampling method was not used, and all the teachers in the population were aimed to be reached. However, the number of teachers reached was 221. Analyses were made with the data of 205 teachers since the scales of 16 teachers out of 221 were incorrect, extreme (outlier), missing or empty. It can be said that a sample group of 205 people represents a population of 296 people according to a .05 deviation and 95% confidence interval (Fleiss et al., 2003). Out of 205 teachers participating in the research, 93 (45.4%) are female, and 112 (54.6%) are male; 126 (61.5%) are married, 79 (38.5%) are single; 193 (94.1%) of them have bachelor's degree and 12 (5.9%) of them have master's degree. Furthermore, it has been determined that out of 205 teachers, professional seniority of 126 (61.5%) are 1-10 years, 38 (18.5%) are 11-20 years, 22 (10.7%) are 21-30 years, 19 (9.3%) are 31 years and above while 108 (52.7%) of the teachers are 30 years old and below, 58 (28.3%) are 31-40 years old, 25 (12.2%) are 41-50, 14 (6.8%) are 51 and above.

Research data was collected through the "Paternalistic Leadership Behaviours Scale of School Principals" and the "Work Alienation Scale". Information about the measurement tools is given below.

School Principals' Paternalist Leadership Behaviours Scale (SPPLBS): SPPLBS is a 4-dimensional and 22-item scale developed by Dağlı and Ağalday (2017) to measure the school administrators' paternalistic leadership behaviours. The benevolent leadership dimension of the scale consists of 9 items (items 1, 2, 3, 4, 5, 6, 7, 8 and 9), while the moral leadership dimension 7 items (items 10, 11, 12, 13, 14, 15 and 6), authoritarian leadership dimension, 3 items (items 17, 18 and 19), and self-interested leadership dimension, 3 items (items 20, 21 and 22). Items 10, 12, 15 and 16 of the scale, graded between "Totally disagree (1)" and "Totally agree (5)", are reverse coded. The Cronbach's Alpha reliability values of SPPLBS were found to be .926, .872, .610, and .619 for benevolent leadership, moral leadership, authoritarian leadership, and self-interested leadership, respectively and .898 for the entire scale. Results of the confirmatory factor analysis (CFA) of the scale (x^2/sd=2.532, CFI= .97, GFI=.89, SRMR= .076, RMSEA= .066, NFI= .96, NNFI= .97, IFI= .97, PNFI=.84, PGFI=.71 and AGFI=.86) confirm the structure of SPPLBS with 4-dimensions and 22-items (Dağlı & Ağalday, 2017). For this research, the reliability and validity analysis of the SPPLBS was re-calculated. Accordingly, Cronbach's Alpha reliability values of SPPLBS were measured as .91, .90, .70, and .71 for benevolent leadership, moral leadership, authoritarian leadership, and self-interested leadership, respectively and .72 for the entire scale. Additionally, CFA results of the SPPLBS (x^2/sd=3.47, RMSEA=.110, SRMR=.074, CFI=.84, TLI=.81) indicate the acceptability of the fit values of the scale used (Hooper et al., 2008; Hu & Bentler, 1999; Kline, 2011).

Work Alienation Scale (WAS): Work alienation scale developed originally by Mottaz (1981) with 21 items and 3 dimensions (powerlessness, meaninglessness and self-estrangement) as a Likert-type scale was translated into Turkish by Erben (2008). Some statements of the scale were revised by Sayü (2014) as they were vague and ambiguous. As a result of this revision, the three-dimensional structure of the scale was preserved as in the original scale, but the number of items was decreased to 17. The powerlessness dimension of WAS consists of 6 items (items 1, 2, 3, 4, 5 and 6); the meaninglessness dimension, 4 items (items 7, 8, 9 and 10); and the self-estrangement dimension, 7 items (items 11, 12, 13, 14, 15, 16 and 17) and they were answered based on a 6-point Likert scale as "Certainly disagree (1)" and "Totally agree (6)". Cronbach's Alpha reliability values of WAS were found to be .891, .90, .887 for powerlessness, meaninglessness, and self-estrangement, respectively, and .925 for the entire scale. As a result of the factor analysis carried out by Sayü (2014) for validity (KMO=.903; Bartlett's Test of Sphericity chi-square=1820.669; sd=105; p<.001), it was found that three dimensions explain 67.189% of the total variance, and out of these dimensions, powerlessness explains 21.165 % of the total variance; meaninglessness, 22.493%; and self-estrangement, 23.531% (Sayü, 2014). The reliability and validity values of the WAS were re-calculated for the research. Cronbach's Alpha reliability values of WAS

were established as .78, .88, .87 for powerlessness, meaninglessness, and self-estrangement, respectively, and .74 for the entire scale. Moreover, the CFA results of the WAS (x^2/sd=3.42, RMSEA=.109, SRMR=.065, CFI=.86, TLI=.83) confirm the acceptability of the fit values of the scale used (Hooper et al., 2008; Hu & Bentler, 1999; Kline, 2011).

Data Analysis

Before the analyses, the missing and extreme (outlier) values and general assumptions regarding the analyses were checked. As the data's missing values rate was less than 5%, data assignments were made through the expectation-maximisation algorithm (Schlomer et al., 2010). For extreme (outlier) values, data were converted to *Z* score type. Data of 7 participants whose *Z* score was not between -3 and +3 were deleted. Furthermore, the Mahalanobis distance values of the data were also examined in the research; however, no multivariable extreme (outlier) values were identified. In the research, Skewnes and Kurtosis values were examined to determine the assumptions of normality. Skewnes values of the research scales were between -1.135 and 1.113, while Kurtosis values were between -.747 and .672 and within the limits of -1.5 and 1.5; and these mean that the assumption of normality was met (Tabachnick & Fidell, 2013). The relationship between the variables, VIF, Tolerance, CI and Durbin-Watson values were examined to determine whether there is a problem with multicollinearity and autocorrelation in the research. Accordingly, the relationships between the variables were less than .90 (see Table 1), the VIF values were in the range of 1.907 and 3.425 and less than 10; the tolerance values were in the range of .292 and .524 and above .20; the CI values were in the range of 1 and 28,562 and less than 30, and Durbin-Watson value was in the range of 2.281 and 1.5 and 2.5; and all these indicate that there was no multicollinearity and autocorrelation problem in the research (Field, 2005; Green & Salkind, 2010). After meeting the required assumptions for the research, Pearson Product-Moment Correlation and the path analysis were employed, and Maximum Likelihood was used for the model estimation. The standardised β coefficients were evaluated according to Kline's (2013) classification, ranging the effect size from .10 to .30 as small, .30 to .50 as medium and .50 and above as large. The significance level of the research was interpreted according to .01 and .05, and all analyses were performed with SPSS 24.00 and Mplus 7.00 statistical package software.

Findings

Findings Related to the Descriptive Analysis and the Relationship Between the Variables

This title addresses school administrators' paternalistic leadership behaviours, teachers' alienation levels and the relationship between variables. The paternalistic leadership behaviours scale was assessed with a 5-point Likert scale and the work alienation scale with a 6-point Likert scale. Table 1 displays the research's descriptive analysis (mean and standard deviation) and Pearson correlation values.

Table 1. Statistics on Descriptive Analysis and Pearson Correlation Values

Variables	x̄	SD	1	2	3	4	5	6	7	8	9
1. Benevolent Leadership	3.84	.87	1								
2. Moral Leadership	4.17	1.00	.38**	1							
3. Authoritarian Leadership	2.30	1.03	-.39**	-.65**	1						
4. Self-interested Leadership	2.37	1.08	-.19**	-.50**	.59**	1					
5. PLS-Entire	3.54	.47	.84**	.627*	-.25**	-.003	1				
6. Powerlessness	3.13	1.13	-.35**	-.33**	.40**	.28**	-.28**	1			
7. Meaninglessness	2.49	1.27	-.38**	-.54**	.30**	.26**	-.49**	.48**	1		
8. Self-Estrangement	2.31	1.17	-.26**	-.41**	.24**	.14*	-.36**	.58**	.64	1	
9. WAS-Entire	2.90	.57	-.17*	-.40**	.08	0.05	-.36**	0.05	.72	.77	1

*p<.05; **p<.01; N=205; PLS: Paternalist Leadership Scale; WAS: Work Alienation Scale

As seen in Table 1, it was determined that the school administrators display paternalistic leadership behaviours (x̄= 3.54, SD= .47) at the "strongly agree" level, while teachers experience work alienation at the "somewhat agree" level (x̄= 2.90, SD= .57). With regard to the dimensions of the paternalist leadership scale, benevolent leadership (x̄= 3.84; SD= .87) and moral leadership (x̄= 4.17, SD= 1.00) dimensions were at the "strongly agree" level, while authoritarian leadership (x̄= 2.30, SD= 1.03) and self-interested leadership dimensions (x̄= 2.37, SD= 1.08) were at the "slightly agree" level. It was established that according to the dimensions of the work alienation scale, teachers experience powerlessness (x̄= 3.13, SD= 1.13) at the "somewhat agree" level while they experience meaninglessness (x̄= 2.49, SD= 1.27) and self-estrangement (x̄= 2.31, SD= 1.17) at the "disagree" level. Moreover, it was determined that the answers of teachers in benevolent leadership (SD= .87) and powerlessness (SD= 1.13) dimensions are close and display the highest consistency.

When Pearson correlation values in Table 1 are examined, it is seen that there is a negative and moderately (r=-.36; p<.01) significant relationship between the school administrators' paternalistic leadership behaviours and teachers' work alienation levels. With regard to the dimensions, it was determined that there is a negative and moderately significant relationship between benevolent leadership and powerlessness (r=-.35, p<.01) and meaninglessness (r=-.38,

p<.01); a negative, low-level relationship between benevolent leadership and self-estrangement (r=-.26, p<.01); a negative, moderately significant relationship between the moral leadership and powerlessness (r=-.33, p<.01), meaninglessness (r=-.54, p<.01) and self-estrangement (r=-.41, p<.01); a positive, moderately significant relationship between the authoritarian leadership and powerlessness (r=.40, p<.01) and meaninglessness (r=.30, p<.01); a positive, low-level relationship between the authoritarian leadership and self-estrangement (r=.24, p<.01); and a positive, low-level relationship between the self-interested leadership and powerlessness (r=.28, p<.01), meaninglessness (r=.26, p<.01), and self-estrangement (r=.14, p<.05).

Path Analysis Findings on the Prediction of the Work Alienation by the School Administrators' Paternalistic Leadership Behaviours

To determine whether school administrators' paternalistic leadership behaviours predict work alienation, path analyses were conducted firstly on the overall score averages of the scales as a whole and then according to the dimensions of work alienation.

Figure 1 displays the path analysis results on predicting work alienation by the school administrators' paternalistic leadership behaviours as a whole (pater: Paternalistic Leadership Behaviour, work: Work Alienation, Values in parentheses in path diagrams represent the standard error).
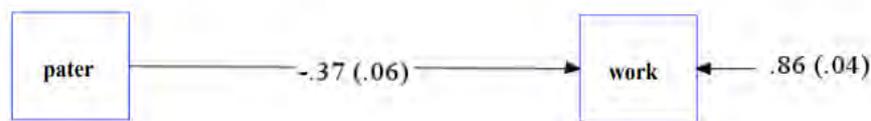

Figure 1. Path Diagram Regarding the Prediction of Work Alienation

As seen in Figure 1, based on the path analysis results, it was determined that the paternalistic leadership behaviours of the school administrators, in general, predict teachers' work alienation as a whole in a negative, significant relationship (β=-.37, p<.01). The predictive effect of school administrators' paternalistic leadership behaviours on teachers' work alienation has a medium effect size (Kline, 2013). Moreover, paternalistic leadership explains 13.6% of the total variance in work alienation. The regression equation predicting the work alienation dimension is Work Alienation=4.497 + (-.450 x Paternalist Leadership). According to this equation, a one-unit increase in school administrators' paternalistic leadership behaviours causes a decrease of .450 in teachers' work alienation.

Figure 2 displays the path analysis results regarding the prediction of the powerlessness dimension of work alienation by the school administrators' paternalistic leadership behaviours (benev: Benevolent Leadership, moral: Moral Leadership, auth: Authoritarian Leadership, self: Self-interested Leadership, power: Powerlessness, Values in parentheses in path diagrams represent the standard error).
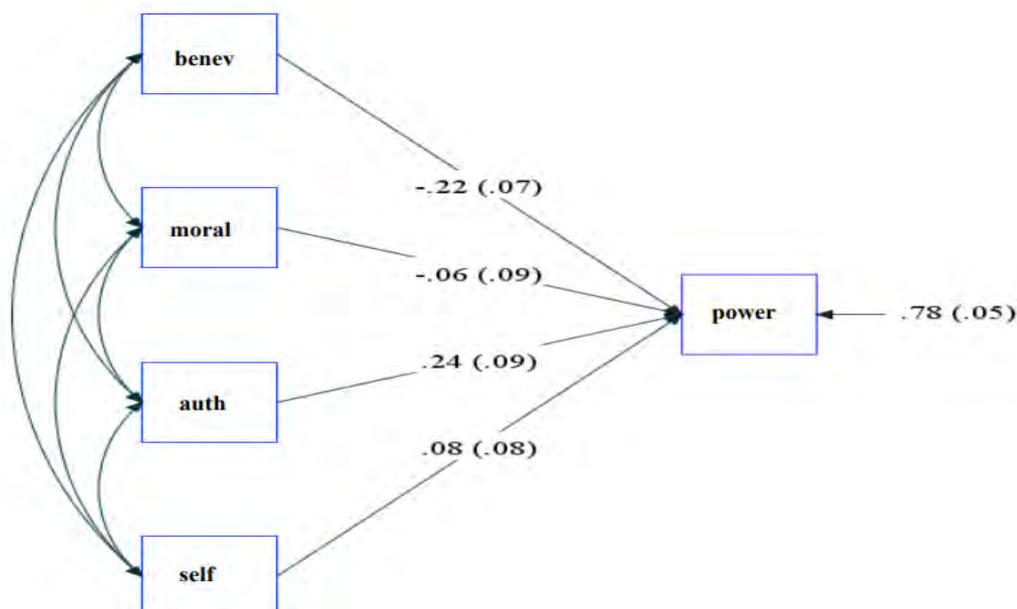

Figure 2. Path Diagram Regarding the Prediction of Powerlessness Dimension

As seen in Figure 2, according to the path analysis results, benevolent leadership predicts the powerlessness dimension negatively significantly (β=-.22, p<.01), while authoritarian leadership predicts the powerlessness dimension positively

significant (β=.24, p<.01). Moral leadership (β=-.06, p>.05) and self-interested leadership (β=.08, p>.05) do not significantly predict powerlessness. Accordingly, the predictive effect of benevolent and authoritarian leadership on powerlessness has a small effect size (Kline, 2013). Furthermore, all dimensions of paternalistic leadership explain 21.6% of the total variance in the powerlessness dimension. The regression equation predicting the powerlessness dimension is as *Powerlessness = 3.715 + (-.288 x Benevolent Leadership) + (-.065 x Moral Leadership) + (.261 x Authoritarian Leadership) + (.080 x Benevolent Leadership).* According to this equation, a one-unit increase in benevolent leadership corresponds to a .288 decrease in the powerlessness dimension; and a one-unit increase in authoritarian leadership causes an increase of .261 in the powerlessness dimension.

Figure 3 displays the path analysis results regarding the prediction of the meaningless dimension of work alienation by the school administrators' paternalistic leadership behaviours (benev: Benevolent Leadership, moral: Moral Leadership, auth: Authoritarian Leadership, self: Self-interested Leadership, mean: Meaninglessness, Values in parentheses in path diagrams represent the standard error).
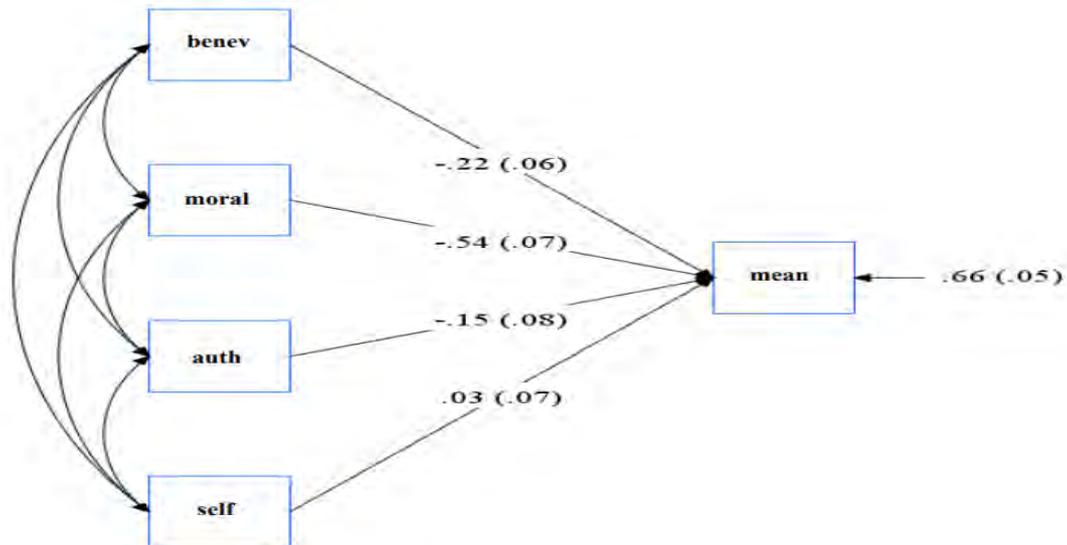

Figure 3. Path Diagram Regarding the Prediction of Meaninglessness Dimension

As seen in Figure 3, according to the path analysis results, benevolent leadership (β=-.22, p<.01) and moral leadership predict the meaninglessness dimension negatively (β=-.54, p<.01). Authoritarian leadership (β=-.15, p>.05) and self-interested leadership (β=.03, p>.05) do not significantly predict meaninglessness. Accordingly, the predictive effect of benevolent leadership on meaninglessness has a small effect size, while the predictive effect of moral leadership on meaninglessness has a large effect size (Kline, 2013). On the other hand, all dimensions of paternalistic leadership explain 34.3% of the total variance in the meaninglessness dimension. The regression equation predicting the meaninglessness dimension is as *Meaninglessness = 6.919 + (-.326 x Benevolent Leadership) + (-.681 x Moral Leadership) + (-.184 x Authoritarian Leadership) + (.039 x Self-Interested Leadership).* According to this equation, a one-unit increase in benevolent leadership corresponds to a .326 decrease in the meaninglessness dimension; and a one-unit increase in moral leadership causes a decrease of .681 in the meaninglessness dimension.

Figure 4 displays the path analysis results regarding the prediction of the self-estrangement dimension of work alienation by the school administrators' paternalistic leadership behaviours (benev: Benevolent Leadership, moral: Moral Leadership, auth: Authoritarian Leadership, self: Self-interested Leadership, self-estr: Self-estrangement, Values in parentheses in path diagrams represent the standard error).
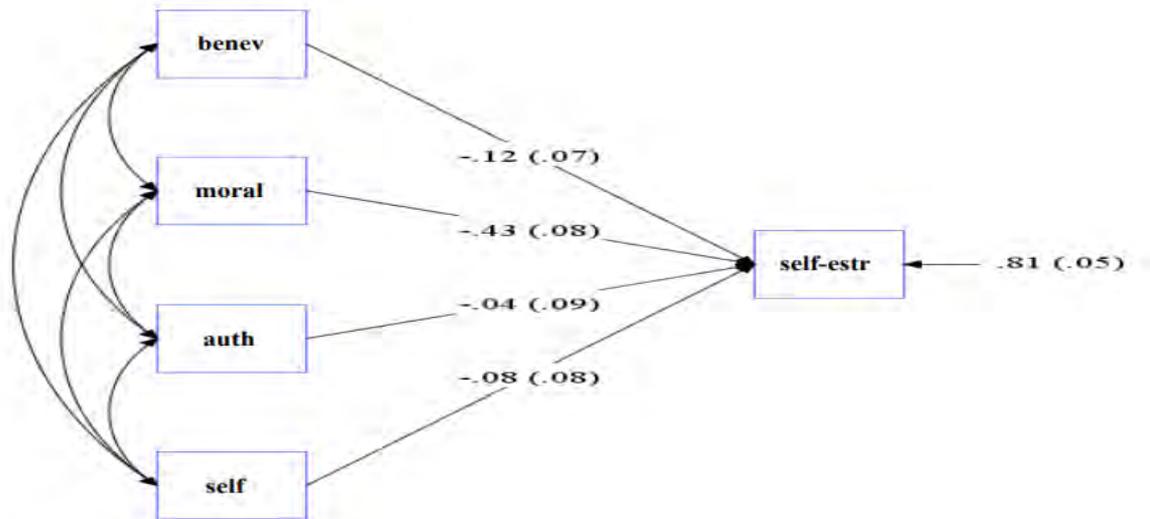
Figure 4. Path Diagram Regarding the Prediction of Self-Estrangement Dimension

As seen in Figure 4, according to the path analysis results, only the moral leadership dimension is a negative significant predictor of self-estrangement (β=-.43, p<.01). Benevolent leadership (β=-.12, p>.05), authoritarian leadership (β=-.04, p>.05) and self-interested leadership (β=-.08, p>.05) do not significantly predict self-estrangement. Accordingly, the predictive effect of moral leadership on self-estrangement has a medium effect size (Kline, 2013). Moreover, all dimensions of paternalistic leadership explain 19.4% of the total variance in the self-estrangement dimension. The regression equation predicting self-alienation dimension is as *Self-Estrangement = 5.367 + (-.168 x Benevolent Leadership) + (-.505 x Moral Leadership) + (-.045 x Authoritarian Leadership) + (-.082 x Self-Interested Leadership)* According to this equation, a one-unit increase in moral leadership causes a decrease of .505 in the self-estrangement dimension.

Discussion

It was determined in the research that school administrators display high levels of paternalistic leadership behaviours. Accordingly, it may be asserted that the school administrators interact with the teachers like their parents, try to solve their work-related or other problems, make an effort to create a family atmosphere at school, and have sufficient communication with the teachers. Moreover, research results pointing to high levels of paternalist leadership and its determinative role in the positive organisational variables (Wu et al., 2012) might be regarded as a positive result. According to Hofstede (2006), Farh and Cheng (2000), the paternalistic leadership style is common in societies where the patriarchal family structure is dominant and is directly related to cultural values. Similarly, Pellegrini and Scandura (2006) emphasised that paternalistic leadership can be seen in societies with high power distance and collectivism, while Aycan and Kanungo (2000) considered Turkey one of the countries where paternalist leadership practices can be high. Paternalistic leadership behaviours of the school administrators might have been found high as the patriarchal family structure is common in the place of research, as there is a sensitivity to helping others with a fatherly approach within the framework of the cultural values of the society, and as a friendly school environment has been ensured in schools through an effective communication network. Indeed, this inference is supported by the research results revealing that paternalistic leadership behaviours are at high levels in benevolent leadership and moral leadership dimensions while it is at a low level in authoritarian leadership and self-interested leadership dimensions, as well as with the research results in the literature, having established high levels of paternalistic leadership behaviours (Aktaş & Can, 2012; Cerit, 2012, 2013; Dağlı & Ağalday, 2018). However, there is also research in the literature pointing out that paternalistic leadership behaviours are at a moderate level (Özgenel & Dursun, 2020; Saylık, 2017). According to Özgenel and Dursun (2020), the corruption and deterioration in values such as benevolence and loyalty in Turkey in recent years; and according to Saylık (2017), the young age and low seniority of the newly appointed school administrators might have prevented an escalation in paternalistic leadership behaviours. These different results in the literature regarding paternalistic leadership might be a consequence of the culture of the place of research, different sample groups and changes in social dynamics.

Another significant result of the research is the low levels of work alienation among the teachers. Many research in the literature also reported that teachers display low levels of alienation (Celep, 2008; Çevik, 2016; Dağlı & Averberk, 2017; Elma, 2003; Erjem, 2005; Eryılmaz & Burgaz, 2011; Okçu et al., 2015; Şimşek et al., 2012; Yıldız et al., 2013). The fact that the teaching profession has a social return and a certain prestige in society might have reduced the alienation of teachers from their work and school. In other words, according to Eryılmaz and Burgaz (2011), the job satisfaction of teachers, resulting from the intense interactive nature of the teaching profession and its decisive feature in social development, might decrease the alienation of teachers. Concerning the dimensions, it has been determined that

teachers experience alienation mostly in the powerlessness dimension. Accordingly, it might be said that teachers do not have the means to take initiative, change in routine work, and choose their colleagues. Schools within a formal, centralised, hierarchical and bureaucratic system attached to the Ministry of National Education (MoNE) might have limited teachers' ability to make decisions, take initiatives on their own, make visible changes in the education-training processes, and work with the people they like. Elma (2003) stated that alienation could be experienced more in bureaucratic institutions; Isherwood and Hoy (1973) stated that in line with the increase in formalisation in educational organisations, powerlessness also increases and that there is a relationship between formalisation and work alienation; Yılmaz and Sarpkaya (2009) stated that the lack of teachers' participation in the decisions taken intensifies the feelings of powerlessness. Thus, in a centralised and bureaucratic system, the formal rules regulating the employees' actions are clear and definite. In other words, forcing employees to comply with pre-determined standard rules might cause them to feel powerless.

This research has revealed a negative and moderately significant relationship between the school administrators' paternalistic leadership behaviours and teachers' work alienation levels. Schools included in the research are generally small regarding the number of teachers, which might have paved the way for establishing helpful and friendly relations between school administrators and teachers. It is estimated that this has enabled school administrators to display paternalistic behaviours towards teachers and contributed to decreasing teacher alienation. A qualitative study carried out by Tsang among teachers in Hong Kong (2016) concluded that the alienation of teachers is a complex notion covering personal factors such as experience and resilience and social factors such as organisational structure and employment type. In other words, the alienation of teachers might be related to several personal or organizational variables. In fact, a negative relationship between paternalistic leadership and work alienation might be regarded as expected output. Because in the eastern culture, paternalistic leadership is considered a fatherly and protective leadership style (Pellegrini & Scandura, 2006) specific to the eastern culture (Salminen-Karlsson, 2015). In this context, in the eastern culture, paternalistic leadership is expected to be effective in the attitudes and behaviours of employees (Aycan & Kanungo, 2000; Cerit, 2012; Yeh et al., 2008). In the literature, it is stated that paternalistic leadership strengthens positive organisational behaviours such as organisational citizenship, organisational trust, job performance, job satisfaction and teamwork while it reduces negative organisational behaviours such as leave of employment, stress, mobbing and organisational cynicism (Mussolino & Calabrò, 2014; Pellegrini & Scandura, 2008). Moreover, certain empirical studies pointed to the relationship of paternalist leadership with many organisational variables (Chu & Hung, 2009; Niu et al., 2009). Recent research carried out in educational organisations, taking Türkiye as the research sample, has indicated that paternalistic leadership style affects organisational creativity and organisational dissent (Ağalday & Dağlı, 2021), organisational trust (Cansoy et al., 2020; Karasel et al., 2017; Okçu et al., 2020), school culture (Özgenel & Dursun, 2020) and job satisfaction (Ekmen & Okçu, 2021). Therefore, it may be stated that theoretical and empirical studies indirectly confirm the research results concerning the correlation analysis.

According to the path analysis, it was determined that school administrators' paternalistic leadership behaviours predict teachers' work alienation at a medium effect size. Concerning the dimensions, it was determined that benevolent and authoritarian leadership significantly affect the powerlessness dimension of the work alienation; benevolent and moral leadership on the meaninglessness dimension, while only moral leadership has a significant effect on the self-estrangement dimension. According to Zengin and Kaygın (2016), employees feeling alienated in organisational life cannot internalise organisational activities and believe that they do not contribute enough to the organisation. Some research reported that the authoritarian leadership dimension of paternalistic leadership has a negative effect on employees, while the benevolent and moral leadership dimensions have a positive impact (Afsar & Rehman, 2015; Gu et al., 2015; Liang et al., 2007; Wagstaff et al., 2015). Positive leadership styles displayed by school administrators might considerably determine teachers' fulfilment of their educational activities (Nigama et al., 2018). Behaviours of the school administrators might be determinative of the school alienation of the teachers (Dworkin et al., 2003). In other words, teachers' negative feelings affect both the subjective well-being of the teachers and their teaching quality (Fried et al., 2015). Accordingly, teachers' alienation levels might decrease in line with the increase in school administrators' sincere and fatherly behaviours towards the teachers, upon establishing a family atmosphere at school, and the involvement of the teachers in decision mechanisms.

Research indicates that alienation negatively affects job performance, organisational citizenship and commitment (Akar, 2018; Clark et al., 2010; Mohseni Tabrizi et al., 2011). When organisation's employees consider their leaders helpful, it is easier for them to participate in organisational activities (Gao et al., 2011) and express their thoughts comfortably (Zhang et al., 2015). Benevolent leadership also ensures the employees' well-being (Cheng et al., 2004). Unlike benevolent leaders, authoritarian leaders frequently refer to their power to punish, reward and control their employees closely (Harms et al., 2018). According to Goleman (2002), the most negative feature of authoritarian leadership is that it might lead to low employee motivation, prevent the suggestion of new ideas, limit creativity, and hinder the adoption of and affiliation with the work. Ethical leadership, another dimension of paternalistic leadership, includes leading in line with the principles of honesty and trust and is closely related to fairness (Brown & Treviño, 2006). In this context, various research results indicating that paternalistic leadership reduces negative behaviours such as leave of employment, burnout, organisational cynicism and mobbing (Cerit, 2013) also support the results of this research. In terms of school organisations, school administrators' helping teachers in all matters, approaching

teachers with tolerance, being fair and not using their authority for their benefit might make a greater contribution to shaping teachers' expectations related to their work, to their comprehension of the work as meaningful and their work satisfaction. Besides, the feeling of powerlessness among the teachers might decrease when the school administrators take the teachers' opinions in deciding a matter and when they do not apply excessive pressure and control against them. However, teachers might feel meaningless and alienated from themselves when the school administrators keep them busy with chores that are far from creativity, do not provide the necessary support to reach the resources, and do not facilitate teachers' self-improvement. Thus, several research results have revealed that the authoritarian leadership dimension of paternalism has a negative effect on satisfaction, organisational citizenship and innovative behaviours, while benevolent leadership and moral leadership dimensions encourage positive behaviours (Cheng et al., 2002; Guo et al., 2018).

Conclusion

The results obtained based on the findings of this study are summarised as follows: (1) It was determined in the research that school administrators display high levels of paternalistic leadership behaviours. (2) Another significant result of the research is the low levels of work alienation among the teachers. (3) This research has revealed a negative and moderately significant relationship between the school administrators' paternalistic leadership behaviours and teachers' work alienation levels. (4) According to the path analysis, it was determined that school administrators' paternalistic leadership behaviours predict teachers' work alienation at a medium effect size. About the dimensions, it was determined that benevolent and authoritarian leadership have a significant effect on the powerlessness dimension of the work alienation; benevolent and moral leadership on the meaninglessness dimension, while only moral leadership has a significant effect on the self-estrangement dimension.

Recommendations

Practitioners might be suggested to provide suitable conditions for teachers to take the initiative in different subjects, to make assignments in the school according to the expectations and needs of the teachers, to support teachers to work with whomever they want in case of any teamwork, to enable school administrators to help teachers in all kinds of matters and to manage within the framework of ethical rules. Besides, researchers might be suggested to re-make the research with teachers working in private and different types of high schools, to take the sample size relatively large, to use more comprehensive work alienation scales, measuring the isolation level of the participants, to carry out the research as longitudinal research in different periods designed with qualitative or mixed methods, and to conduct new researches by adding new variables mediating or regulating the relationship between paternalistic leadership and work alienation.

Limitations

The research has some limitations. These limitations can be listed as the inclusion of only the teachers working in public Anatolian high schools in the central district of Siirt, the relatively low sample size - although it represents the universe - and the absence of questions measuring the isolation dimension of the work alienation scale.

Authorship Contribution Statement

M. N. Çevik: Conceptualisation, drafting manuscript, design, data acquisition editing/reviewing. M. S. Çevik: Data analysis, writing, supervision, critical manuscript revision.

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